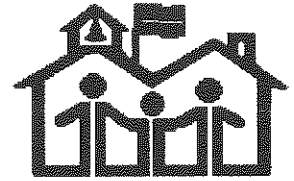


SCHOOL DISTRICT OF BARABOO

423 Linn Street
Baraboo, WI 53913
(608) 355-3950 · Fax (608) 355-3919



March 5, 2018

Dear Members of the Blue Ribbon Commission ,

I am Doug Mering from the Baraboo School Board and I want to thank you for the opportunity to tell our story as it relates to school funding. I am grateful that you are looking at the study of "No Time to Lose" as it relates to our education system. We believe in Baraboo of setting our goals and aspirations high and believe that we need to target our education system to be world class. We want to work together with the commission to realize this dream not only for Baraboo but also for the other school children of our State.

My first concern is that we are losing quality teachers particularly in the area of science especially since fewer students are going into the teaching profession. Baraboo I believe is ahead of the game with a recent acquisition of a gift from the estate of Cory Compton made to the District of \$800,000. Because of this generous gift from a community member we have the science professional development our teachers at this level need and important science materials that help to make science both real and exciting to the next generation. Unfortunately, when we have our higher education institutions such as UW Superior cut programs such as Broadfield Science then we need to be concerned for the future of students to be trained in the critical STEM fields which will drive our future economy. I have included in my packet to the commission a copy of the National Science Teachers Association position statement on "Science Teacher Preparation." Wisconsin needs to promote and support a high level professional teaching force or all other points of discussion regarding school funding will be mute.

Attached you will also find an approved resolution by the Baraboo Board of Education against current pending legislation regarding the Common School Fund. We need the State to continue to allow this Common School Fund to exist as it currently was intended by the Constitution. We need this commission to plug ahead with solutions that can be supported by both parties. If we have parts of the school funding that work such as the Common School Fund then leave it alone. I heard from a member of the Joint Finance Committee that this change

was also proposed during our last state budget deliberations. Democratic and Republican leadership both now and in the future need to refrain from these continual changes to our educational system. Many that are made without public input if they are done in the budget process via amendment. If it can not stand the light of day then it should not be proposed. This has been an issue with both Democratic and Republican majorities.

I have also attached a copy of the Baraboo Board of Education School Funding Reform Resolution. In that document we talk about the need to have an adequacy model that is supportive of a STEM/Technical Education curriculum that will help to develop students to work in a economy which will continue to need workers who are strong in these areas. Note the latest bill of increasing the low revenue limit for school districts such as Baraboo is very much appreciated. Though it does get us closer to the average even after all the components of this legislation have kicked in we are still far behind the state average. This revenue limit gap has always been a problem in Baraboo with a variation of that gap to be between varying from \$600 to our current \$1404 on a year to year basis. I have included a chart outlining our history on the revenue cap versus the State average. As of the date of this testimony we still have not had the Governor sign off on the revenue cap legislation so I still have our current revenue cap of \$9277 in the chart. We are grateful for the current change in the revenue cap rules but we need something in the plan that is more steady state and will get us closer to that average. Planning ahead is very difficult for school districts under the current environment. With the last years and other late approved budgets it is hard to decide what we can do in next year's budget let alone doing long term planning. Again this has been a problem with both majority parties have given us. We need a plan that will both be supportive of public education but also will not be at the whims of whoever is in charge from election to election. Lastly, inflationary and insurance costs have to be dealt with if we want to continue to have a quality education system. Baraboo is already starting with a six hundred thousand dollar gap in our budget for next year leaving everything status quo except for our current projected higher health insurance costs.

I listened to the testimony from your last meeting in Milwaukee where the topic of voucher transparency was discussed by both the school choice and public school advocacy groups. Baraboo is getting their first voucher school this year so our number of voucher students will be going up significantly. I am very much in favor of a separate line item on the property tax bill. As a school board we have no legal responsibility for the students of this or other private voucher schools and the tax bill should more accurately indicate that. Our recent history with this new voucher school indicates that the record that new voucher students

were in the public schools will be a fallacy too. Last December, our District Administrator received a phone call from the new voucher school principal to register their students in the Baraboo School District. Apparently this principal found a loophole in the law and was going to utilize it for his current students already going to his school. Unfortunately for the parents of these current private school students only one of their students were registered this way. This student showed up for one day of instruction in the Baraboo public schools on January 12th so they get be an official public school student. Bad advice was given to the parents of 38 other students of this private school who were told by either this principal or somebody else that they could utilize this loophole by registering as homeschool students for that one day too. Unfortunately, for these parents this was a big oops since they would have needed to be homeschooled for the whole year so they will not be able to get that voucher this year. I am sure this will be a very interesting day next year when we have 38 students from this private school show up at our door for one day of instruction so they too can be called a public school student. These students may appear legally in the system as being past public school students but in reality it is a sham loophole provision that got them in. Real statistics show that in the newer voucher schools in Wisconsin eighty percent plus are already going to that school before vouchers were enacted. That will not change even if the numbers don't accurately reflect the real reality. So since we have created a two school funding system then a separate transparent voucher reporting arrangement should also be created.

The property taxpayers deserve to know this number. I have included in your packet a copy of a draft property tax bill with assumed voucher student numbers that will more accurately and transparently indicate what the true picture of property tax payer costs are.

We should also have accurate information for what a student's parent's income is. I have inserted in the packet a brochure from the Baraboo voucher school. The following statement is made from their frequently asked questions section: ***"What if my 2017 income does not qualify, but my 2016 income does?" "You may be able to use your 2016 income for determining eligibility for the program. Hold off on filing your 2017 tax return, and contact CCS for more information."*** Information is power and even if parents/guardians do not have to apply for a voucher every year we should at least know what the income levels are of the parents in the system. I sent 3 students to college and every year we had to fill out a FAFSA(Free Application for Student Aid) form. Parents of voucher students should also need to do submit similar income data on a yearly basis too if we are going to be transparent.

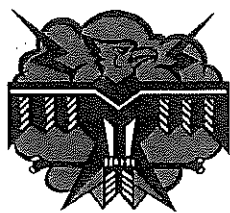
I am flabbergasted at how high the income levels are to be eligible for a voucher. Many years ago I sent my children to a private school. It was a significant budget item but our family made it work. I was the full time worker in my family and my professional wife stayed at home with the kids. Would we have been eligible for that voucher through their parochial school careers if we utilized the above provision? I do not know but we sure would not have after she eventually went back to work full time and then our joint income shot up

significantly. People have circumstances they work through but when I see the above scenario I see a situation where many people will be getting a vouchers when they do not need one.

Sincerely,

A handwritten signature in black ink, appearing to read "Doug Mering". The signature is fluid and cursive, with the first name "Doug" and last name "Mering" clearly distinguishable.

Doug Mering
Baraboo School Board
Legislative Contact
pH: 608-434-7968
email:dmering@barabooschools.net



SCHOOL DISTRICT OF BARABOO

423 Linn Street
Baraboo, WI 53913
(608) 355-3950 · Fax (608) 355-3919



SCHOOL DISTRICT OF BARABOO BOARD OF EDUCATION RESOLUTION

Common School Fund Baraboo Board of Education Opposition to Senate Bill 713 and Assembly Bill 857

WHEREAS, the State Senate and Assembly members have introduced legislation to end the use of Common School Fund to finance school library purchases in our state; and

WHEREAS, the School District of Baraboo Board of Education's mission is to strive for excellence to ensure that every learner is successful in an evolving world. The School District of Baraboo Board of Education opposes Senate Bill 713 and Assembly Bill 857 because it is contrary to that mission for the following reasons:

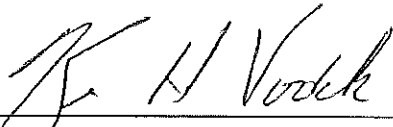
- SB713 and AB857 would end the only dedicated source of school library funding in our state.
- The current regulations protect how Common School Fund money is spent that ensures equitable access to learning materials for all staff and students in our public schools.
- Librarians use the money to nurture a love of reading and learning. They make informed selections based on their intimate understandings of what their students want and need. They fill their shelves with books that excite and inspire students. Many of these students come from low income families and have barriers to public library resources.
- The money is also used to purchase digital tools that give schools access to reliable information for research. If school libraries couldn't provide these, students would rely on websites that are often biased, commercialized, and/or not intended for educational research. In order for our schools to develop critical thinking, informed citizens, ready for today's workforce, they need these quality digital resources.
- Wisconsin schools benefit from having Common School Fund money used exclusively in their libraries. The books, ebooks, newspapers, periodicals, web-based resources, and other tools purchased are curated to ensure they are appropriate and easily accessible to all students and staff.
- The current Common School Fund structure works and has provided many years of benefit to the Baraboo School District's libraries and our students. We also

believe that this bill is in violation of how the framers of the Wisconsin Constitution intended the Common School Fund should be set up.

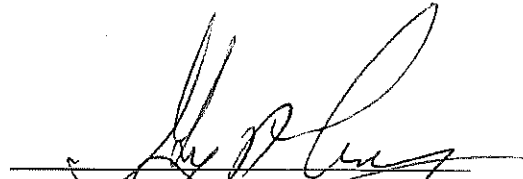
- The Baraboo Board of Education opposes Senate Bill 713 and Assembly Bill 857 which endangers future generations of students who will lack access to quality school libraries and the foundation of our education will corrode along with our citizen's critical thinking and love of learning.

THEREFORE, BE IT RESOLVED that the School District of Baraboo Board of Education calls on Governor Walker, the Wisconsin State Senate, and Wisconsin State Assembly to oppose this legislation, which is not in the best interest of current or future residents of the State of Wisconsin.

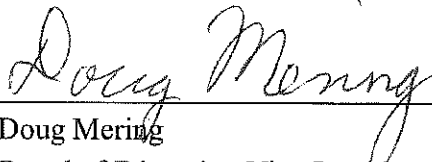
Adopted, approved and recorded February 12, 2018.



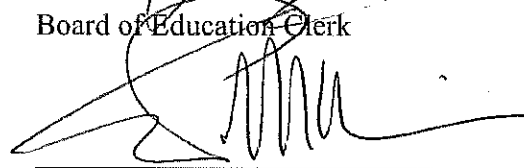
Kevin Vodak
Board of Education President



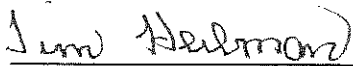
Gary Cummings
Board of Education Clerk



Doug Mering
Board of Education Vice-President



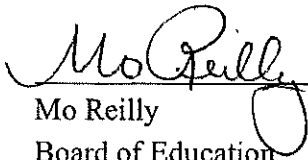
Sean McNevin
Board of Education Treasurer



Tim Heilman
Board of Education



Mike Kohlman
Board of Education



Mo Reilly
Board of Education

Science Teacher Preparation

Introduction

To ensure that all students have sufficient knowledge and skills in science and engineering for success in the 21st century, the nation must attract, prepare, and retain well-educated, effective preK–12 science teachers. The National Science Teachers Association (NSTA) considers strong, performance-based science teacher education programs and science teacher licensure standards to be essential for all science teachers, including new and recent college graduates and those entering teaching from another profession. Based upon well-defined, commonly accepted professional standards, these programs will provide a foundation upon which teachers may build throughout their professional lives.

NSTA supports teacher preparation aligned with the goals and guidance provided by *A Framework for K–12 Science Education* (NRC 2012), the *Next Generation Science Standards* (NGSS Lead States), and *Science Teachers' Learning* (NRC 2015). NSTA has adopted and applied *Standards for Science Teacher Preparation* (NSTA 2012) and is committed to increasing the numbers of highly qualified science teachers by ensuring that all those entering the profession demonstrate a deep understanding of pure and applied science and have the knowledge and skills required to teach students science in age-appropriate, meaningful ways.

Many issues have a profound impact on the preparation of teachers, such as teacher shortages in specific fields of science, the under-representation of women and minorities in some science teaching fields, and high rates of attrition after teachers enter the classroom. NSTA supports the creation of incentives and innovative school structures to recruit, prepare, and retain talented science teachers and science-specific teaching support for new teachers after they have been certified. NSTA also advocates for organized, long-term research upon which to develop, assess, and maintain effective teacher preparation programs and for collaboration among many institutions and individuals to ensure the success of the following declarations.

Declarations

Characteristics of Programs Preparing Teachers of Science

To prepare teachers to teach science effectively, NSTA strongly recommends that all science teacher preparation programs have a curriculum that includes substantive experiences that will enable prospective teachers to

- develop robust science knowledge and skills beyond the depth and breadth needed for teaching a curriculum based on the Next Generation Science Standards or relevant state standards at the grade levels they are preparing to teach;
- organize science instruction effectively and appropriately based on the cognitive development of students;
- construct understanding of disciplinary core ideas, crosscutting concepts, and science and engineering practices that reflect the history and nature of science, including the development of major concepts, theories, assumptions, and tenets of scientific practice;
- consider the applications of science in society, the relationship of science to engineering, and the impact of cultural and personal values on science;
- create a learning environment that encourages inquiry through the use of the science and engineering practices;
- collaborate with a community of learners, including expert science teachers, science teacher educators, and pure and applied scientists;
- engage in meaningful laboratory and simulation activities using contemporary technology tools and experience other science teaching strategies with faculty who model effective teaching practices consistent with those expected of the prospective teachers;

- understand science-specific pedagogical knowledge grounded in contemporary scholarship and school environments;
- observe diverse learners' ideas of science and prepare teaching plans to help the students develop more meaningful understanding of science;
- implement their teaching plans, assess and reflect on the learning outcomes, and adjust their teaching to enhance their students' understanding;
- engage in data-based decision making regarding their teaching behaviors, strategies, and the selection of topics, activities, and materials;
- understand how to find and use credible information on the school community, on the curriculum, and on safe and effective use of laboratory activities, independent science projects, science fairs, field trips, simulations, computer tools, and alternative curriculum resources; and
- develop dispositions for effective science teaching, including a sense of responsibility to students and the community and dedication to the need to grow continually, in part through active involvement in the larger science education community.

To promote the development of needed skills, knowledge, and attitudes, NSTA recommends that science teacher preparation programs have

- a research-based focus on developing professional knowledge and skills in science and science teaching with a curriculum and management that reflects the importance of science teaching as an essential profession with its own specialized needs and functions;
- a structure for collaboration among education, science, engineering, and mathematics departments on the science teacher education course of study to ensure that prospective teachers have a solid foundation in the relevant science knowledge and skills each will teach;
- participating faculty mindful of goals and practices in the reform of science education at all levels;
- a structure for collaboration among those in higher education who develop and deliver the teacher preparation program and those who develop and deliver the clinical experiences in the schools and in other locations;
- sufficient laboratory, technology, curriculum, and other resources to support the most effective teaching of science at the prospective teachers' levels of teaching specialization;
- science education faculty assigned to teach science-specific pedagogy with successful science teaching experience at the levels for which they are preparing candidates to teach and who have demonstrated advanced knowledge of science and pedagogy in their fields; and
- support systems in schools that feature substantive collaborative field experiences, dedication to goals of contemporary standards such as the NGSS, and integration with academic elements of the teacher preparation program.

Accreditation and Recognition Standards for Programs Preparing Teachers of Science

Program accreditation and state licensure standards for science teacher preparation should equal or exceed those articulated for recognition by NSTA in the *Standards for Science Teacher Preparation*. Standards should

- support the needs of the communities served and be informed by the research, best practices, and vision of professional science teachers, science teacher educators, and pure and applied scientists;
- incorporate the goals for science learning, the science knowledge, and the specialized knowledge of science teaching and learning identified in the Framework and the NGSS;
- license teachers only when they demonstrate conceptual and procedural understanding and proficiency in science and in science teaching appropriate for the grade levels the teacher is preparing to teach;
- ensure that the documentation of proficiency in teaching includes evidence of effective teaching that fosters student achievement;
- require development and maintenance by experts in science teaching, science teacher education, pure and applied science fields, as well as representatives of the communities served; and
- be amended periodically as the relevant knowledge in science, cognition, teaching, and the society evolve.

Adopted by the NSTA Board of Directors, July 2004

Revised, February 2017

References

- National Research Council. 2012. *A framework for K–12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: National Academies Press.
- National Research Council. 2015. *Science teachers learning: Enhancing opportunities, creating supportive contexts*. Washington, DC: National Academies Press.
- National Science Teachers Association, 2012. *Standards for science teacher preparation*. Arlington, VA: National Science Teachers Association.
- NGSS Lead States. 2013. *Next generation science standards: For states, by states*. Washington, DC; National Academies Press.

Suggested Citation:

National Science Teachers Association (NSTA). 2017. *NSTA Position Statement: Science Teacher Preparation*.



SCHOOL DISTRICT OF BARABOO

423 Linn Street
Baraboo, WI 53913
(608) 355-3950 · Fax (608) 355-3919



Baraboo Board of Education School Funding Reform Resolution

Whereas the Baraboo Board of Education whose role is to educate and elevate the needs of its three thousand plus students.

Whereas the Board in conjunction with its community has a strategic plan that is emphasizing four core areas: Community Partnerships, Maximizing Potential of Learners and Educators, Personalized Learning and Modernized Community Campus. We have attached a copy of our strategic plan for your review. As you can see we have ambitious plans for our students requiring resources for professional development, technological upgrades, and programming to prepare our students for the jobs of the future.

Whereas the Baraboo Board of Education has heard from the Baraboo Community that realizes the importance of having a STEM/business educated workforce that requires a higher level of investment in our schools.

Whereas the Baraboo School Board understands the need for long-range planning, but faces barriers in this process because of the lack of a long range school funding plan by our state. This has been a problem during both Republican and Democratic Administrations.

The school funding reform formula needs to encompass the following principles.:

First, the revenue levels need to be adequate to meet the education needs of all our populations, recognizing the needs of students who are economically disadvantaged, English learners, gifted and/or have special needs.

Second, Baraboo has rural components of its population that requires a substantial investment in bussing costs and the funding formula needs to takes this into account.

Third, the revenue caps need to be lifted for low spending school districts such as the Baraboo School District. For the latest year we have complete state records Baraboo School District for the school year 2016-2017 was at \$9,451.56 per student versus the state average of \$10,438.26.

Fourth, School Levy Credits should be placed into equalized aid which will provide the same level of property tax relief but will be distributed more equitably.

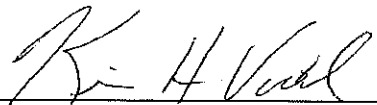
School District of Baraboo provides equal opportunities in employment and programming.

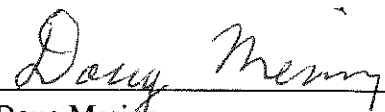
Fifth, the school funding formula is able to adequately cover all of our maintenance needs both short and long term.

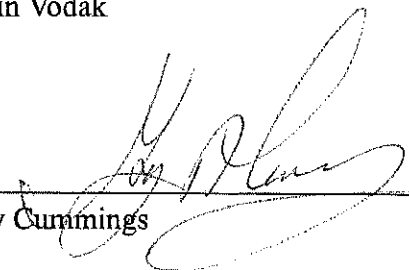
Lastly, until the school funding formula is equitable and provides a high level of instruction for each of our public schools then the further expansion of the State School Choice program should be avoided. Local fiscal impacts of both the School Choice program and Milwaukee Parental Choice Program should be listed as a separate line item on each person's tax bill.

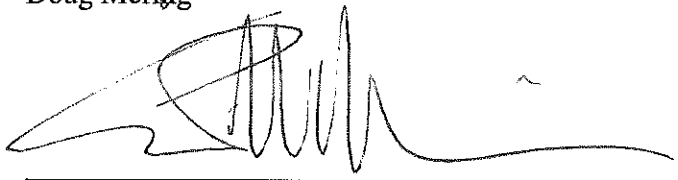
The Baraboo School Board has concluded that the state needs to develop a new school funding program that provides equitable and transparent funding for the school districts of our state and therefore gives our students the best opportunities for success. As we strive to prepare our students for the challenges of tomorrow we place a high priority on enhancing our partnership with the state to ensure adequate resources to reach our goals.

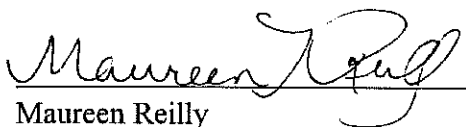
We ask for support in getting the resources we need and look forward to hearing from the legislature, governor and future candidates for statewide office about plans to improve the current school funding formula.

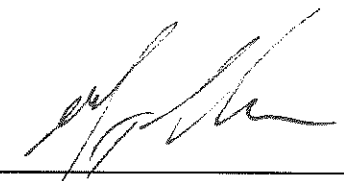

Kevin Vodak

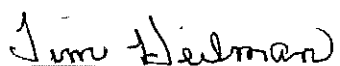

Doug Mering

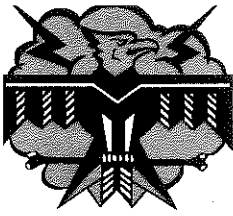

Gary Cummings


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Mike Kohlman


Tim Heilman



SCHOOL DISTRICT OF BARABOO

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Baraboo School District Revenue Limit Chart Difference between Baraboo and State Average 3-5-2018

School Year	Baraboo SD Low Revenue Limit	State Average Revenue Limit	Difference between Baraboo SD and State Average
2004-2005	\$7,841	\$8,511	\$670
2005-2006	\$8,130	\$8,814	\$684
2006-2007	\$8,391	\$9,150	\$759
2007-2008	\$8,715	\$9,498	\$783
2008-2009	\$9,012	\$9,836	\$824
2009-2010	\$9,240	\$10,170	\$930
2010-2011	\$9,440	\$10,316	\$876
2011-2012	\$9,014	\$9,809	\$795
2012-2013	\$9,103	\$9,884	\$781
2013-2014	\$9,211	\$10,035	\$824
2014-2015	\$9,365	\$10,185	\$820
2015-2016	\$9,279	\$10,311	\$1,032
2016-2017	\$9,277	\$10,439	\$1,162
2017-2018	\$9277	\$10,681 Estimate	\$1404

— Frequently Asked Questions —

How do I apply for the Choice Program?

To apply for the program, a parent or guardian must complete an online application that will be available during the open enrollment period. After completing the online application, the parent or guardian must provide proof that they meet residency and income requirements to the school to which they have applied, no later than April 20th. The online application is not complete until the school to which the parent or guardian has applied has verified and accepted the required documentation.

I am divorced, and I share custody with my spouse. Who should apply?

Any parent that has custody and resides with the student may apply to the program. Only one application should be made per student. The parent that first applies will need to continue the renewal applications in subsequent years.

What do I do if my child receives a voucher?

Parents must reply to the school within five days after notice from the DPI or the school whether or not they accept the voucher and placement at the school.

What if I have other questions or need help?

Please contact Community Christian School. We are here to help!

- web: barabooCCS.com
- email: administrator@barabooCCS.com
- phone: 608-448-2191
- stop in: E12654 County Rd T, Baraboo

About CCS

Community Christian School of Baraboo is a nondenominational Christian school teaching preschool through 12th grade with a classical Christian emphasis. CCS has been providing a safe, challenging, classical, and Christ-centered educational program since 2010. CCS's mission is to support parents in their task of bringing up children in the discipline and instruction of the Lord Jesus Christ (Ephesians 6:4). Several exciting programs for students include yearbook, archery, chess club, forensics, music, art, weekly chapel, class field trips, service projects, and sports programs.

Read about the top three reasons to choose CCS at

barabooCCS.com/why

Community Christian School of Baraboo

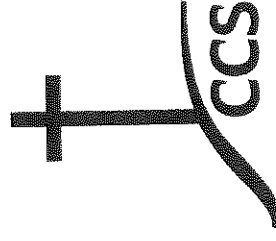
E12654 County Rd T
Baraboo, WI 53913

Phone: 608-448-2191

Email: administrator@barabooCCS.com

Web: barabooCCS.com

Community Christian
School of Baraboo



2018-19 Wisconsin Parental Choice Program



The Wisconsin Parental Choice (aka voucher) Program allows students whose families meet certain income qualifications the ability to attend a participating private or religious school of their choice, tuition-free.

Why?

From its inception, Community Christian School of Baraboo (CCS) has striven to keep tuition affordable for families in the Baraboo area. The Choice Program can open the door to quality Christian education for even more families.

When?

- CCS is participating in the Choice Program starting in the 2018-19 school year.
- Open enrollment is February 1 through April 20.
- CCS will host an informational meeting on Monday, March 5 at 6:30pm to guide parents through the application process and to answer questions.

How?

Open enrollment for the Choice Program is February 1 through April 20. Applications are submitted online through the DPI website. Starting on February 1, go to barabooCCS.com/choice for a link to the DPI's Online Application System.

— Frequently Asked Questions —

Who is eligible?

The following students who are residents of Wisconsin, with an Adjusted Gross Income (AGI) at or below 220% of the federal poverty level are eligible:

- Any public school student in grades 4K-12.
- Any student who in the previous school year was not enrolled in school.
- Any non-Choice student currently attending a private or religious school may apply to the program only when entering 4K, Kindergarten, first, and ninth grade.
- Students entering 4K, Kindergarten, and first grade must be respectively four, five, and six years old on or by September 1 of the school year they intend to enroll.

What are the income requirements?

AGI is determined by the federal income tax return for the prior calendar year—2017 for the 2018-19 school year. Family income includes the income of the student's parents or legal guardians that reside in the same household as the student applicant. If the student's parents/guardians that reside in the same household are married, their income is reduced by \$7,000 when determining income eligibility.

Choice Program Income Limits for 2018-19

Family Size — Maximum Yearly Income

2 —	\$35,728
3 —	\$44,924
4 —	\$54,120
5 —	\$63,316
6 —	\$72,512

For each additional member add \$9,196.

— Frequently Asked Questions —

What if my income increases in subsequent years?

The "once in, always in" provision means your child keeps his or her voucher, even if family income rises. Family income is determined for each student in the year they enter the program. The "once in, always in" provision applies only if a student continues to attend a school in the Wisconsin Parental Choice Program and does not voluntarily leave the program.

What if my 2017 income does not qualify, but my 2016 income does?

You may be able to use your 2016 income for determining eligibility for the program. Hold off on filing your 2017 tax return, and contact CCS for more information.

How is family size determined?

Family size includes parents/guardians and their children by birth, marriage or adoption that reside in the same household as the student applicant. Your family size is self reported on the application, and you should record your current family size at the time that you complete the application.

Will I have to pay anything additional in tuition?

Yes. A school may charge a student participating in the program reasonable fees for personal items such as gym clothes or uniforms, etc.

LORI LAUX, TREASURER
135 4TH ST
BARABOO WI 53913

PROPERTY TAX BILL FOR 2017
REAL ESTATE

Parcel Number:
Bill Number:

Discussion Purposes Only

Important: Be sure this description covers your property. Note that this description is for tax bill only and may not be a full legal description. See reverse side for important information.

Location of Property/Legal Description

Please inform treasurer of address changes.

ASSESSED VALUE LAND	ASSESSED VALUE IMPROVEMENTS	TOTAL ASSESSED VALUE	AVERAGE ASSML. RATIO	NET ASSESSED VALUE RATE	NET PROPERTY TAX		
46,200	203,800	250,000	0.988350049	0.02450065	6,013.93		
			(Does NOT reflect credits)				
ESTIMATED FAIR MARKET VALUE LAND	ESTIMATED FAIR MARKET VALUE IMPROVEMENTS	TOTAL ESTIMATED FAIR MARKET VALUE	<input type="checkbox"/> A star in this box means unpaid prior year taxes.	School taxes also reduced by local levy tax credit 39%			
46,700	206,200	252,900					
TAXING JURISDICTION	2016 EST. STATE AIDS ALLOCATED TAX DIST.	2017 EST. STATE AIDS ALLOCATED TAX DIST.	2016 NET TAX	2017 NET TAX	% TAX CHANGE		
State of Wisconsin	0	0	41.28	0.00	-100.0%		
Sauk County	227,416	250,788	1,106.58	1,145.93	3.6%		
City of Baraboo	2,283,596	2,332,560	2,634.99	2,783.86	5.6%		
Baraboo Schools	8,824,569	9,187,596	1,425.96	1,562.38	9.6%		
School Tax Levy Credit			380.00	391.66			
Private Voucher Levy	0	301,200	0	64.14	NEW		
MATC	679,202	722,159	234.92	238.99	1.7%		
TOTAL	12,014,783	12,794,303	5,823.73	6,186.96	6.2%		
FIRST DOLLAR CREDIT			-59.51	-62.92	5.7%		
LOTTERY AND GAMING CREDIT			-111.91	-110.11	-1.6%		
NET PROPERTY TAX			5,652.31	6,013.93	6.4%		
TOTAL DUE: 6,013.93							
FOR FULL PAYMENT, PAY TO LOCAL TREASURER BY: JANUARY 31, 2018							
Warning: If not paid by due dates, installment option is lost and total tax is delinquent subject to interest and, if applicable, penalty. Failure to pay on time. See reverse.							
FOR INFORMATION PURPOSES ONLY • Voter Approved Temporary Tax Increases							
Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends	Taxing Jurisdiction	Total Additional Taxes	Total Additional Taxes Applied to Property	Year Increase Ends
Baraboo Schools	1,033,436	317.69	2037				

PAY 1ST INSTALLMENT OF:
BY JANUARY 31, 2018

AMOUNT ENCLOSED

MAKE CHECK PAYABLE AND MAIL TO:

CITY OF BARABOO
LORI LAUX, TREASURER
135 4TH ST
BARABOO WI 53913

INCLUDE THIS STUB WITH YOUR PAYMENT

INCLUDE THIS STUB WITH YOUR PAYMENT

PAY 2ND INSTALLMENT OF:
BY JULY 31, 2018

AMOUNT ENCLOSED

MAKE CHECK PAYABLE AND MAIL TO:

SAUK COUNTY TREASURER
505 BROADWAY STREET
BARABOO, WI 53913

INCLUDE THIS STUB WITH YOUR PAYMENT

INCLUDE THIS STUB WITH YOUR PAYMENT

PAY FULL AMOUNT OF:
BY JANUARY 31, 2018

AMOUNT ENCLOSED

MAKE CHECK PAYABLE AND MAIL TO:

CITY OF BARABOO
LORI LAUX, TREASURER
135 4TH ST
BARABOO WI 53913

INCLUDE THIS STUB WITH YOUR PAYMENT

INCLUDE THIS STUB WITH YOUR PAYMENT

